



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2826 E Grovers, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Patrick Sweeney
Schedule : 7:00 AM to 3:30 PM
Grades : 7-8
2004 Enrollment : 915
Web Address :
Phone Number : (602) 493-6013
Fax Number : (602) 493-7656
E-mail : psweeney@pvusd.k12.az.us

Mission

The mission of Vista Verde Middle School is to acknowledge the uniqueness of each student, provide opportunities for academic and creative development, and promote personal excellence in a diverse and safe environment.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Use the collaborative process to review, modify, and improve our on-going effort to raise student achievement in the areas of language arts and mathematics.
- ü Each teacher at VVMS will develop and implement lesson plans that reflect the district's scope and sequence and the Arizona Academic Standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 932
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 8

Instructional Programs

- Multi-level Performing Arts Program
- Honors Program
- Advanced Placement Opportunities
- Exploratory Electives
- Interdisciplinary Teaming

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

At Vista Verde, our staff is dedicated to academic excellence and our primary commitment is to provide a safe and positive learning environment. We encourage parental involvement in every aspect of school life. As a team, we can make a difference!

Parents

Vista Verde believes parent participation in school programs helps to foster a positive school climate. Opportunities for parental participation are extensive. We encourage parents to continue to monitor their children's academic progress.

Transportation Policy

Bus transportation services are provided for all students who reside farther than one and one-half miles from the school. We also offer a late bus for students participating in after school activities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Jazz Band Earned Superior Rating @ Jazz on the Mountain	2004
• Individual Writing Awards in PVUSD-sponsored Contests	2004
• Outstanding Performance in District Spelling Bee	2004
• Kumlin Cup Award for Undefeated Wrestling Team	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	450	2804	75001	100	100	99	463	481	468	38	26	37	40	39	36	15	20	16	8	15	10
All Students (Prior Year)	447	2739	71167	99	99	99	462	477	463	37	25	38	43	45	41	14	19	14	6	11	7
Female	227	1352	36846	100	100	99	466	480	468	34	25	36	45	41	38	15	20	16	5	14	10
Male	222	1442	37974	100	100	99	461	482	467	41	27	39	35	37	34	14	20	16	10	17	11
African American	28	86	3720	100	100	98	469	464	446	31	38	53	46	37	33	19	15	9	4	10	4
Hispanic	94	437	26675	100	100	98	437	450	448	60	52	52	32	33	34	8	10	10	0	5	4
Asian/Pacific Islander	NC	78	1575	NC	98	99	NC	507	504	NC	11	18	NC	37	33	NC	26	20	NC	26	29
American Indian/Alaskan Native	10	29	4731	91	97	98	454	452	438	44	42	61	33	46	30	22	8	7	0	4	2
White	309	2156	37785	100	100	99	467	486	482	34	22	25	41	40	39	15	21	21	9	17	15
Students with Disabilities	58	308	8802	100	100	100	411	421	418	83	77	79	14	17	16	2	5	3	0	1	1
Students without Disabilities	392	2496	66199	98	100	99	470	487	472	32	21	34	43	41	38	16	21	17	8	17	11
Limited English Proficient Students	71	325	11710	100	100	100	434	437	429	69	63	70	25	31	25	6	4	4	0	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	169	652	29814				443	453	448	54	47	53	37	36	33	7	12	10	2	5	4
Non-Economically Disadvantaged	281	2152	45170				473	488	479	30	21	28	42	40	38	18	22	20	10	18	14

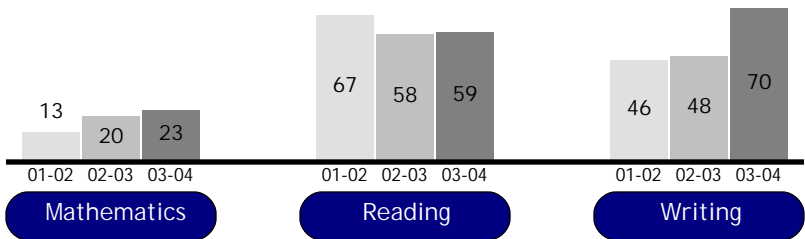
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	449	2801	74918	100	100	99	505	511	497	24	20	32	17	17	19	43	43	35	16	20	15
All Students (Prior Year)	445	2728	71100	99	99	99	505	516	502	22	14	25	19	18	21	42	46	40	16	22	15
Female	225	1349	36805	100	100	99	508	513	501	21	18	28	18	17	19	46	44	37	16	21	16
Male	223	1442	37936	100	100	99	502	509	493	28	23	35	16	16	18	40	41	33	16	20	14
African American	28	86	3719	100	100	98	506	504	481	15	24	43	38	21	21	31	40	29	15	15	7
Hispanic	95	436	26645	100	100	98	472	481	478	50	44	46	12	18	20	38	32	27	0	6	6
Asian/Pacific Islander	NC	77	1571	NC	96	99	NC	527	521	NC	13	18	NC	19	15	NC	37	38	NC	31	30
American Indian/Alaskan Native	10	29	4729	91	97	98	501	483	468	33	50	57	0	8	19	67	42	19	0	0	4
White	308	2155	37773	100	100	99	511	515	511	20	17	20	17	16	18	44	45	41	19	22	21
Students with Disabilities	59	310	8801	100	100	100	458	455	448	63	68	75	13	17	13	20	12	10	3	2	2
Students without Disabilities	390	2491	66117	97	100	99	509	516	501	21	16	28	18	16	19	45	45	37	17	22	16
Limited English Proficient Students	71	324	11706	100	100	100	465	467	454	63	56	71	13	22	16	19	18	12	6	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	168	651	29785				485	485	477	42	41	47	20	20	20	32	32	26	5	7	6
Non-Economically Disadvantaged	281	2150	45115				514	517	508	16	16	23	16	16	18	47	45	39	21	23	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	2793	74503	100	100	99	510	507	491	6	7	9	24	27	32	61	57	51	9	9	8
All Students (Prior Year)	437	2662	69001	97	96	96	492	498	490	14	11	17	39	35	37	47	54	45	1	1	1
Female	226	1346	36686	100	100	99	524	520	506	3	4	5	23	22	29	63	63	57	11	11	9
Male	218	1437	37644	100	100	98	495	494	476	9	10	13	25	32	36	59	50	45	6	8	6
African American	27	84	3677	96	99	97	509	505	475	8	10	12	20	24	36	68	56	46	4	9	5
Hispanic	92	430	26500	98	99	97	463	469	467	14	13	13	33	37	39	51	45	44	2	4	4
Asian/Pacific Islander	NC	78	1566	NC	98	99	NC	538	537	NC	1	5	NC	27	23	NC	59	55	NC	13	18
American Indian/Alaskan Native	10	29	4695	91	97	97	466	461	464	13	9	14	25	43	39	63	48	44	0	0	3
White	307	2154	37606	100	100	99	519	511	508	4	6	6	23	25	28	62	58	56	11	10	10
Students with Disabilities	57	308	8662	100	100	100	412	429	409	30	25	37	50	48	42	20	26	20	0	2	1
Students without Disabilities	388	2485	65841	97	100	98	515	513	499	5	5	7	23	25	32	63	59	53	9	10	8
Limited English Proficient Students	70	320	11608	100	100	100	441	449	430	19	15	23	38	47	47	44	37	28	0	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	167	648	29587				477	469	465	12	14	14	29	36	40	56	47	43	3	4	4
Non-Economically Disadvantaged	278	2145	44898				524	516	507	4	5	7	22	25	28	63	59	55	12	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	47	60	48	96	51	60	51	94	56	NA	54
	Language	100	54	66	51	98	53	64	54	99	61	69	58
	Mathematics	100	61	66	54	98	66	70	58	92	64	73	62
8	Reading	100	47	59	49	93	51	60	53	95	55	NA	55
	Language	100	47	59	46	96	49	59	49	98	54	62	52
	Mathematics	100	52	64	54	96	57	67	58	96	58	71	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Vista Verde Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Extracurricular Activities
- Ü School Improvement
- Ü School/Community Partnerships
- Ü Elementary-to-Middle School Transition
- Ü Parent/Educator Relations
- Ü School Safety

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	5.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	4	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	4	0	0
10 or more years	9	29	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	162
Teachers with Emergency Certificaton.	1.0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Broadcast Studio

Extracurricular Activities

- Ü Intramural Sports and Clubs
- Ü Festival Sports/Interscholastic Sports
- Ü Fine Arts/Performing Arts
- Ü National Junior Honor Society

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Parks and Rec. Programs On-site
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Elective Programs revised to reflect reading and writing needs in the curriculum.

ü Award-winning Band Program involving over one-third of our students.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	63	73
Grades 7-8	72	51

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The ABC Discipline Plan was created by the staff of Vista Verde for the unique needs of our school. At the plan's core is the premise that each student is responsible for their own behavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Patrick Sweeney	(602) 493-6013
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Susi Bragg	(602) 493-6013
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	McAlice Walls	(602) 493-6013
Student Health/Nurse	Karen Kitson	(602) 493-6012

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.